



21st Century Community Learning Centers Program Fiscal Year 2016 Year End Report

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TABLE OF CONTENTS

Introduction	4
Program Information.....	6
Survey of Academic Youth Outcomes (SAYO).....	10
School Year SAYO Results	12
Summer Enhancement Grant.....	17
Summer SAYO Results.....	17
SAYO-Youth Results.....	17
APPENDIX A: Program Goals	19
APPENDIX B: FY16 21 st Century Community Learning Centers Grantees and Sites	20

21st Century Community Learning Centers Program Fiscal Year 2016 Year End Report

Introduction

The following report provides information on the fiscal year 2015-2016 (FY16) 21st Century Community Learning Centers (CCLC) grant program. In particular, it examines program information related to participation, activities, and hours of service. Additionally, it details the results of the Survey of Academic Youth Outcomes (SAYO) evaluation tool, which was developed by the Department of Elementary and Secondary Education (Department) and the National Institute of Out-of-School Time (NIOST) to track information on the effect participation in the 21st CCLC programs has in increasing student achievement, as well as to provide feedback for ongoing program improvement.

FY16 was the fourteenth year that 21st Century Community Learning Centers grants were distributed through the Department and originally funded through Title IVB of the 2001 No Child Left Behind Act (NCLB) and currently through Title IVB of the Every Student Succeeds Act (ESSA) of 2015. These grants are awarded on a competitive basis with continuation funding available for up to two additional years. In addition to funding Out of School Time Programs (OST) FY16 was the third year a subset of grants was also awarded for Expanded Learning Time programs (a longer school day/year for all students- ELT).

*Overall, the data collected indicates that students who participated in the **FY16 21st Century Community Learning Center (CCLC) programs made significant gains in all of the areas measured. Moreover, data indicates that 21st CCLC programs may help reduce the opportunity and achievement gap as well as contribute to decreasing the high school drop rate. It can be seen from the data regarding 21st CCLC participating students that members of the subgroups included in the Department's accountability system (students with disabilities, for example) and students who have not yet scored at the Proficient level on the MCAS are among those who made considerable gains; and, in fact, for some outcomes these students made statistically greater gains than their non-subgroup counterparts.***

The results described in this report point to the significant contributions that 21st CCLC programs have made to the academic achievement and youth development of the nearly 19,000 students served across the state during FY16.

Highlights of FY16 21st CCLC Programs and SAYO Results

School Year and Summer (September 2015—August 2016)

- In **FY16**, the Department **awarded approximately \$16M** to **43** grantees through **competitive** and **continuation grants**.
- Approximately **19,000** students in grades K-12 participated in 21st CCLC program services at **130** sites across the state.
- 21st CCLC participants included nearly **10,800** students who were designated as economically disadvantaged (ED), **3,600** students with disabilities, and **4,600** students considered English language learners (ELL).
- As rated by school-day teachers, statewide figures for student participants showed positive gains in all **eight** academic and **six** intermediary outcomes that the SAYO tool measures, with the greatest average pre to post increases being in reading, written communication, mathematics problem solving, and analysis.
- As rated by 21st CCLC staff, statewide figures for student participants showed positive gains in all **five** intermediary outcomes measured, with the greatest average pre to post program increases in initiative and relationships with adults.

School Year (September 2015—June 2016)

- Approximately **16,300** students participated in 21st CCLC program services offered by **43** grantees at **129** sites across the state during the school year.
- Approximately **9,400** of students served were in OST and **7,300** were in ELT programs.
- Students who participated in the 21st CCLC OST program attended an average of **159** (and median of **131**) hours of programming offered outside of regular school hours during the school year.
- Approximately **7,000** students who were designated as economically disadvantaged, including **3,000** students with disabilities and **4,100** ELL students participated in the 21st CCLC program during the school year.
- Approximately **4,700** SAYO surveys were collected from school-day teachers and **6,400** program staff members.

Summer (July—August 2016)

- Approximately **5,000** students participated in 21st CCLC program services offered by **43** grantees.
- Students who participated in the 21st CCLC program attended an average of **101** (and a median of **98**) hours of programming offered during summer hours.
- Approximately **2,300** students were designated as economically disadvantaged, including **1,100** students with disabilities and **1,000** ELL students participated in summer 21st CCLC programs.

For additional information on this report or the 21st CCLC Program in Massachusetts, visit the web site: <http://www.doe.mass.edu/21cclc>, or contact Karyl Resnick, 21st CCLC Program Coordinator, or Allison Smith, Education and Data Specialist, via 781-338-3010 or cclc@doe.mass.edu.

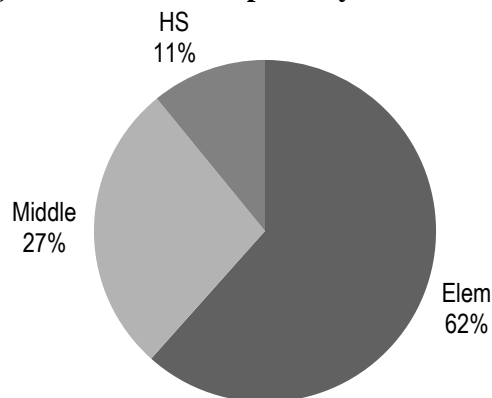
Massachusetts 21st Century Community Learning Centers Programs, FY16

Program Information

Participation

As reported by the 43 entities serving students through FY16, a total of 16,266 children and youth participated in 21st CCLC school year programs (9,412 in OST and 7,238 in ELT) and 5,021 participated in 21st CCLC summer programs. (A total of 19,033 individual students participated in either or both time frames). **Figure 1** below shows that 62 percent of all FY16 program participants were children in elementary school (K-5), while children in middle school (grades 6-8) accounted for 27 percent and high school students (grades 9-12) accounted for 11 percent of those served.

Figure 1: Percentage of Student Participants by Grade Level, FY16



Source: Student Information Management System and grant recipient reports.

Table 1 below compares grade level participation by school year and summer and illustrates that the relative proportion of elementary versus middle school students served was relatively the same during the school year and the summer. More specifically, 62 percent of students served were elementary school students in both the school year and summer, 27 percent were middle school students during the school year compared to 28 percent during the summer, and 11 percent during the summer compared to 10 percent during the summer were high school students.

Table 1: Percentage of Student Participation by Grade Level, FY16

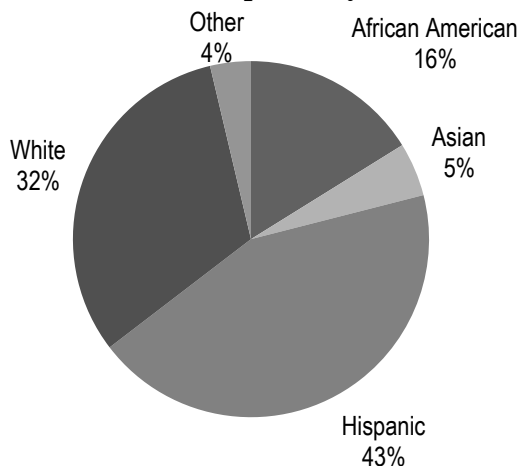
Grade Level	School Year		Summer	
	N	%	N	%
Elem. Total	10,087	62%	3,133	62%
Middle Total	4,433	27%	1,407	28%
H.S. Total	1,746	11%	481	10%

Source: Student Information Management System and grant recipient reports.

The racial breakdown of students served is illustrated in **Figure 2** on the next page. The majority of students served (68 percent) in FY16 21st CCLC programs were members of a minority group, while 32 percent of students were white. Hispanic students were the largest minority group (43 percent) followed

by African American students (16 percent) and Asian students (5 percent). **Table 2** also on the next page compares the racial breakdown by school year and summer. As it shows, a substantially higher proportion of minority students as compared to white students were served during the school year (70 percent) than during the summer (58 percent); and in both timeframes, percentages of minority students served were much higher than their statewide proportion (39 percent).

Figure 2: Percentage of Student Participation by Race/Ethnicity, FY16



Source: Student Information Management System and grant recipient reports.

Table 2: Student Participation by Race/Ethnicity during School Year and Summer Programs, FY16

Race/ Ethnicity	School Year 21 st CCLC		Summer 21 st CCLC		Statewide
	N	%	N	%	%
African American	2,655	16%	710	14%	9%
Asian	756	5%	307	6%	7%
Hispanic	7,405	46%	1,673	33%	19%
White	4,878	30%	2,091	42%	63%
Other	572	4%	240	5%	3%

Source: Student Information Management System and grant recipient reports.

Additionally, during FY16 21st CCLC programs, data was collected by grantees on the number of students served who were classified as economically disadvantaged, as receiving special education services, and as English language learners (ELL). Overall, 57 percent of students served were designated as economically disadvantaged, 19 percent received special education services, and 24 percent were ELL.

Table 3 on the next page examines the percentage of students served in these classifications during the school year and summer. The proportions of economically disadvantaged and students with disabilities were somewhat similar to those served during the school year compared to those served during the summer (approximately 57 compared to 54 percent for economically disadvantaged, and 19 compared to 21 percent for students with disabilities). The proportions of ELL students, however, differed during those time frames, as a substantially higher proportion of ELL students were served in the school year than in the summer (25 compared to 19 percent). During both the school year and summer, the percentages of these selected populations served were much greater than their statewide proportion, in particular for economically disadvantaged and ELL students.

Table 3: Student Participation by Economically Disadvantaged, SPED, and ELL during

School Year and Summer Programs, FY16

Special Population	School Year 21 st CCLC		Summer 21 st CCLC		Statewide
	N	%	N	%	%
Economically Disadvantaged	6,970	57%	2,730	54%	27%
Students with Disabilities	3,016	19%	1,067	21%	17%
English Language Learners	4,073	25%	964	19%	9%

Source: Student Information Management System and grant recipient reports.

Table 4 below examines the 2016 English Language Arts (ELA) state assessment (MCAS or PARCC) performance levels of students served in 21st CCLC school year and summer programs. For students who took PARCC, the concordant MCAS performance level was reported based on equipercentile linking. During the school year, 52 percent of students served by 21st CCLC programs were in either the *NI* or *W/F* performance levels. This percentage was slightly lower in the summer, where 50 percent of all students served in 21st CCLC programs had scored at the *NI* or *W/F* level in ELA.

Table 5 below examines the 2016 mathematics state assessment (MCAS or PARCC) performance levels of students served in 21st CCLC school year and summer programs. Just as noted for ELA, the concordant MCAS performance level was reported based on equipercentile linking for students who took PARCC. During the school year, 57 percent of students served by 21st CCLC programs were in either the *NI* or *W/F* performance levels. This percentage was also slightly lower in the summer, where 55 percent of all students served in 21st CCLC programs had scored at the *NI* or *W/F* level in mathematics.

Table 4: Student Participation by ELA 2016 State Assessment Performance Levels during School Year and Summer Programs, FY16 (*Note: For those who took PARCC, the concordant MCAS level was used based on equipercentile linking.*)

Performance Level	School Year 21 st CCLC		Summer 21 st CCLC		Statewide*
	N	%	N	%	%
Advanced	592	6%	206	7%	n/a
Proficient	4,179	42%	1,311	43%	n/a
Needs Improvement	3,360	34%	1,035	34%	n/a
Warning / Failing	1,731	18%	496	16%	n/a

Source: 2016 MCAS PARCC merge uber file (grades 3-10) and grant recipient reports.

*Statewide: Since only a portion of students in grades 3-8 participated in 2016 MCAS in ELA and Mathematics, a representative sample of students from across Massachusetts was used to estimate results at the state level in those subjects. ELA and Mathematics achievement results in the "ALL GRADES" category at the state level have therefore been suppressed.

Table 5: Student Participation by Mathematics 2016 Statewide Assessment Performance Levels during School Year and Summer Programs, FY16 (*Note: For those who took PARCC, the concordant MCAS level was used based on equipercentile linking.*)

Performance Level	School Year 21 st CCLC		Summer 21 st CCLC		Statewide*
	N	%	N	%	%
Advanced	1,476	15%	487	16%	n/a
Proficient	2,806	29%	879	29%	n/a
Needs Improvement	3,046	31%	936	31%	n/a
Warning / Failing	2,511	26%	734	24%	n/a

Source: 2016 MCAS PARCC merged uber file (grades 3-10) and grant recipient reports.

*Statewide: Since only a portion of students in grades 3-8 participated in 2016 MCAS in ELA and Mathematics, a representative sample of students from across Massachusetts was used to estimate results at the state level in those

subjects. ELA and Mathematics achievement results in the "ALL GRADES" category at the state level have therefore been suppressed.

Hours of Service

Students were served in 21st CCLC programs from September 2015 through August 2016. During the school year (September through June), students each participated an average of 159 (and a median of 131) hours. During the summer (July through August), students were served an average of 101 (and a median of 98) hours each. **Table 6** below shows the percentage of students served by hour ranges. During the school year, 63 percent of students served participated for at least 100 hours in 21st CCLC programs; and during the summer, 47 percent of students served participated for at least 100 hours.

Table 6: Percentage of Students Served in Program Hour Ranges, FY16

Program Hour Ranges	School Year (Mean: 159 hrs/ Median: 138 hrs)		Summer (Mean: 101 hrs / Median: 98 hrs)	
	N	%	N	%
1-50 Hours	1,467	16%	620	12%
51-100 Hours	2,007	21%	2,033	41%
101-200 Hours	2,926	31%	2,205	44%
201+ Hours	3,012	32%	163	3%

Source: Grant recipient reports.

Note: This data does not include students who participated in 21st CCLC ELT programs where a minimum of 180 or 300 additional hours beyond the state required hours was required for all students.

Academic Subjects/Activities Offered

During FY16, all 21st CCLC program sites provided comprehensive programming by offering a wide variety of academic enrichment activities. Almost all districts offered a homework component during the school year (replaced by learning skills during the summer), and many focused on helping students develop specific mathematics and English language arts skills. See below for a sampling of the academic subjects and activities that were offered at the 21st CCLC sites.

SUBJECTS

English Language Arts (ELA)

- ELA/Verbal Communication
- ELA/Written Communication

Mathematics

- Communication
- Problem Solving
- Reasoning

Science

Social Science

ACTIVITIES

Project Based Learning

Service Learning

Arts (Performing, Music/Dance, Graphic, Drawing/Painting)

Social Emotional Learning

Character Education / Bullying Prevention Education

College/Career Preparation

Culinary Arts

Entrepreneurial

Family Engagement

Health & Wellness

Homework

Media Technology (Includes Film Making, Writing, Print Media)

Expanded Learning Time

In FY16, six grants (for twelve schools) were awarded to support expanded learning time as part of the required school day for all students during the school year in order to provide creative and engaging academic enrichment opportunities that will help to close proficiency gaps, and support college and workforce readiness and success. Funded schools were required to offer a minimum of 180 or 300 (depending on their original funding year) additional hours of structured learning time beyond the [state](#)

[required](#) hours for all students as part of their required school year. The grantees and schools that received FY16 21st CCLC ELT funding is indicated with an * in Appendix B.

Regional Networks

The purpose of the Regional Networks is to develop and implement capacity building activities that will enhance the ability of 21st CCLC programs in particular, as well as out-of-school time (OST) programs in general, to collaborate and coordinate resources across districts/communities. These capacity building activities foster continuous program improvement and support student achievement that furthers the Department's efforts to support effective practices across the state during OST, as well as during the school day.

The four Regional Networks (Northeast, Central, Southeast, and West) were managed by experienced Massachusetts 21st CCLC grantees that have demonstrated exemplary practice, and act as coordinators on behalf of their regional networks. Each regional network decided internally who will serve in this capacity. Networks developed capacity building activities and professional development workshops based on the needs of the each of the programs in the individual regions.

Regional network activities included:

Asset Mapping	Collaborative Grant Opportunities
Professional Development	Curriculum Development
Curriculum Libraries	Peer Support
Leadership Development	Monthly/Quarterly Regional Meetings

Enhanced Programs for Students with Disabilities

The Enhanced Programs for Students with Disabilities grant program was developed in collaboration and coordination and with financial support from the office of Special Education.

The purpose of this grant program is to enhance the capacity of current 21st CCLC programs to include students on an IEP into an array of activities designed to complement their school-day programs, advance achievement, and provide opportunities for socializing and participating with peers without disabilities.

In FY16, approximately 3,600 students with disabilities were served, which was 19 percent of the total 21st CCLC population. A full list of the grant recipients and corresponding school(s) that received funding in FY16 is available here: [FY16 245-B \(new\)](#) and [FY16 245-A \(continuation\)](#).

All FY16 21st CCLC grantees were required to utilize the Survey of Academic Youth Outcomes (SAYO) on a select sample of students, including those served as a result of FC 245. **Figure 4A** below displays the SAYO-teacher results of students who did and did not receive special education services. Students within this subgroup classification made significantly greater gains than those not in this subgroup on four of the six academic outcomes measured.

Survey of Academic Youth Outcomes (SAYO)

The Department worked with the National Institute on Out-of School-Time (NIOST) over a three-year period to create the *Survey of Academic Youth Outcomes* (SAYO), an evaluation tool for use by Massachusetts' 21st CCLC grantees. Results from two rounds of field-testing with over 5,000 students indicated that the SAYO is a valid and reliable instrument for measuring change in youth.

In FY13, the SAYO was piloted in four ELT schools in which SAYO-teacher data was collected on 100 students in each school. The emphasis for the pilot was on implementation, experience and technical performance of the tool. Results of the pilot of the SAYO T showed sufficient reliability and validity that was consistent with findings from use in 21st CCLC OST programs with evidence of change from pre- to post-assessment.

The *SAYO Evaluation System* uses brief pre-participation and post-participation surveys to collect data from school-day teachers and 21ST CCLC staff. The *SAYO Evaluation System* is based on a “menu” approach, meaning that programs collect data on selected outcomes that are aligned with their goals and program practices. Each outcome area is measured by asking school-day teachers and program staff to respond to four or five questions related to observable youth behaviors. These items have been extensively tested and found to work as a single scale that effectively captures the outcome being measured. Survey responses from school day teachers (SAYO-T Academic and Intermediary Outcomes) and program staff (SAYO-S) are completed for a sample of youth in each program.

The *SAYO Evaluation System* enables 21st CCLC programs to capture information reflecting changes that are (a) associated with participation in a high-quality 21st CCLC programs and (b) likely to occur over a one-year period. Massachusetts requires all 21st CCLC grantees to use the SAYO as a part of their evaluation and reporting efforts. All grantees use SAYO results to indicate the degree to which they have measured positive outcomes among the participants they serve. Grantees select from a list of outcomes and measure what best reflects the focus and goals of their programs.

Academic Outcomes-SAYO Teacher Version (SAYO-T Academic)

The academic section contains two main content areas in which science and social science are expected to be incorporated: *ELA and mathematics*. Grantees select and report on the main area that best reflect their program goals, and have school-day teachers of students participating in the school year program complete pre-and post-program assessments.

Intermediary Outcomes-SAYO Teacher Version (SAYO-T Intermediary Outcomes)

Grantees are required to consider five intermediary outcomes: *homework (if offered), behavior in the classroom, initiative, engagement in learning, problem solving skills, communication skills, and relations with adults*. They are asked to select and report on the three areas that best match the goals of their 21st CCLC program (in addition to selecting and reporting on homework, if assistance with this is offered through the program). Grantees have school-day teachers of students participating in the school year program report pre-and post-ratings in the three chosen outcomes. Please note for FY2017 the Intermediary Outcomes will be updated and changed to Social Emotional Learning Outcomes.

Program Staff Version (SAYO-S)

Using the SAYO-S, grantees are required to collect and report on pre- and post-ratings of students by program staff (which may include school-day teachers if they are working in the funded programs). Grantees must collect responses from staff working with students served during the school year as well as during the summer. During summer 2016, grantees collected information on *relations with adults and relations with peers* and piloted four new social and emotion learning (SEL) outcomes: *critical thinking, self regulation, leadership, and perseverance*.

Youth Version (SAYO-Y)

Between October-December 2015 and March-June 2016, grantees were required to administer an online survey with youth in their 21st CCLC program. The SAYO-Y was designed to collect information from youth in three main areas: *their program experiences, their sense of competence, and their future planning and expectations*.

Assessing Program Practices Tool (APT)

As a complement to the SAYO, the Assessing Program Practices Tool (APT) is an observation instrument developed to assess the extent to which programs are implementing practices congruent with their desired SAYO outcomes. The APT is intended to be a tool that assists grantees with continuous program improvement and with identifying areas for professional development.

School Year SAYO Results

All OST grantees were included in the SAYO-Teacher (Academic and Intermediary Outcomes) and SAYO-Staff samples from the school year. In total, 5,125 SAYO surveys were collected from school-day teachers and 5,695 from program staff members. **Tables 7 and 8** below include the number of students surveyed by school-day teachers and/or staff and a comparison of average pre to post percentage changes by outcome.

SAYO-Teacher Results

Table 7 shows that during the school year the most frequently surveyed academic outcome by students' school-day teachers was English language arts (ELA) with approximately 4,700 responses collected compared to only 1,800 for mathematics. Communication was the most commonly measured outcomes, with approximately 5,100 teacher responses collected. The average percentage increase from pre to post survey ranged from 6 percent in behavior to 13 percent in problem solving.

Table 7: School Year SAYO-Teacher Results, FY16

	<i>ELA</i>	<i>Math-ematics</i>	<i>Home-work</i>	<i>Beha-vior</i>	<i>Initia-tive</i>	<i>Engage-ment</i>	<i>Problem Solving</i>	<i>Commu-nication</i>	<i>Rel. with Adults</i>
Number of Students	4,651	1,780	4,960	1,464	1,870	4,276	4,552	5,125	3,029
Average Percentage Change	11%	10%	10%	6%	11%	8%	13%	11%	11%

Source: Grant recipient reports.

SAYO-Staff Results

Table 8 below shows the SAYO survey results reported by the school year program staff. Learning skills was the only outcome that districts were required to survey. Communication was also the most commonly measured outcome with 4,600 responses. The average percentage increase from pre to post survey ranged from 10 percent in behavior and relationships with peers to 20 percent in relations with adults.

Table 8: School Year SAYO-Staff Results, FY16

	<i>Learning Skills</i>	<i>Beha-vior</i>	<i>Initia-tive</i>	<i>Engage-ment</i>	<i>Prob. Solving</i>	<i>Communi-cation</i>	<i>Rel. with Adults</i>	<i>Rel. with Peers</i>
Number of Students	5,695	1,376	2,141	3,862	3,583	4,598	3,371	3,560
Average Percentage Change	15%	10%	16%	16%	14%	15%	20%	10%

Source: Grant recipient reports.

Subgroup Analysis

The following charts on the next six pages examine the SAYO school year survey results by comparing the pre to post average percentage changes for particular outcomes by various subgroups. In general, the results indicate that students served in FY16 21st CCLC programs within specific subgroups made comparable or statistically greater gains than those without that subgroup classification.

Figures 3A & B compare the SAYO results of economically disadvantaged students to those who were classified as non-economically disadvantaged. Economically disadvantaged students made significantly greater gains on five of the 17 outcomes measured.

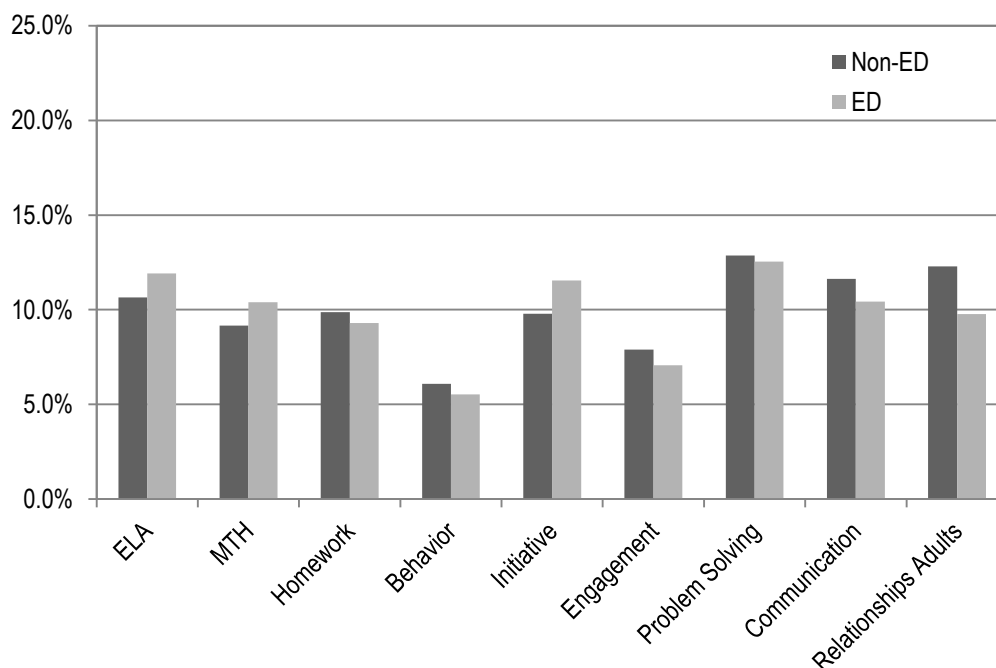
Figures 4A & B compare the SAYO results of students who did and did not receive special education services. Students within this subgroup classification made significantly greater gains than those not in this subgroup on three of the 17 outcomes measured.

Figures 5A & B compare the SAYO results of students designated as English Language Learners (ELL) to those who were not. ELL students made statistically greater gains on four of the 17 outcomes measured. Most importantly, ELL students made significantly greater improvement than non-ELL students in ELA.

Figure 6 compares the SAYO-Teacher Academic results of students in the English language arts and mathematics outcomes by state assessment performance level in those respective areas (*Note: For those who took PARCC, the concordant MCAS level was used based on equipercntile linking.*). In the ELA outcome, students in the *Warning / Failing* level made significantly greater gains than students in the *Proficient* and *Advanced* categories.

Student Performance Comparisons Based on Economically Disadvantaged Status (Figures 3A&B)

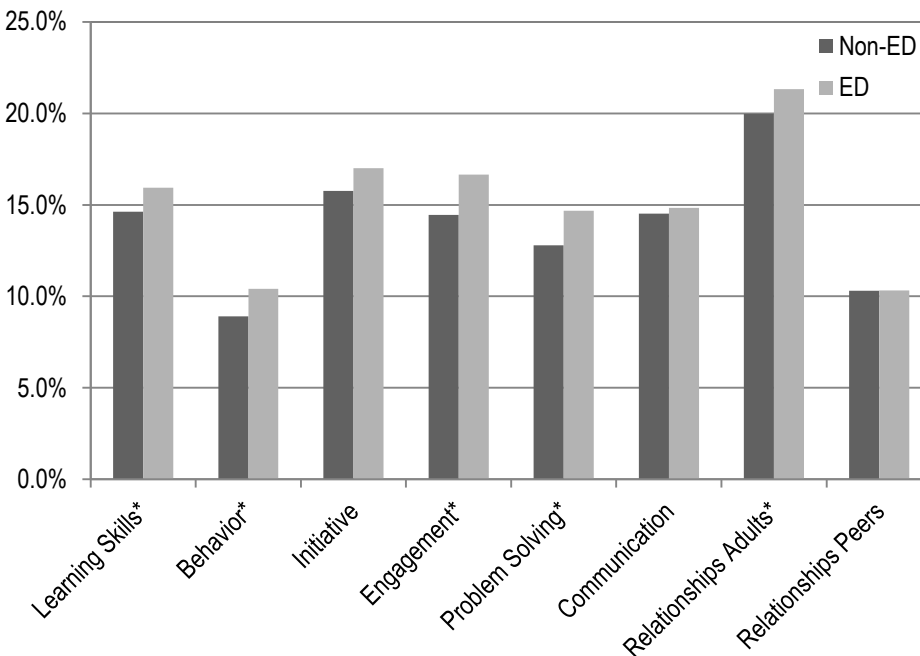
Figure 3A: Average Percentage Improvement on SAYO-Teacher Outcomes – Economically Disadvantaged, FY16



Note: *Statistically significant based on one-way ANOVA ($p \leq .05$)

Source: Grant recipient reports.

Figure 3B: Average Percentage Improvement on SAYO-Staff Outcomes—Economically Disadvantaged, FY16

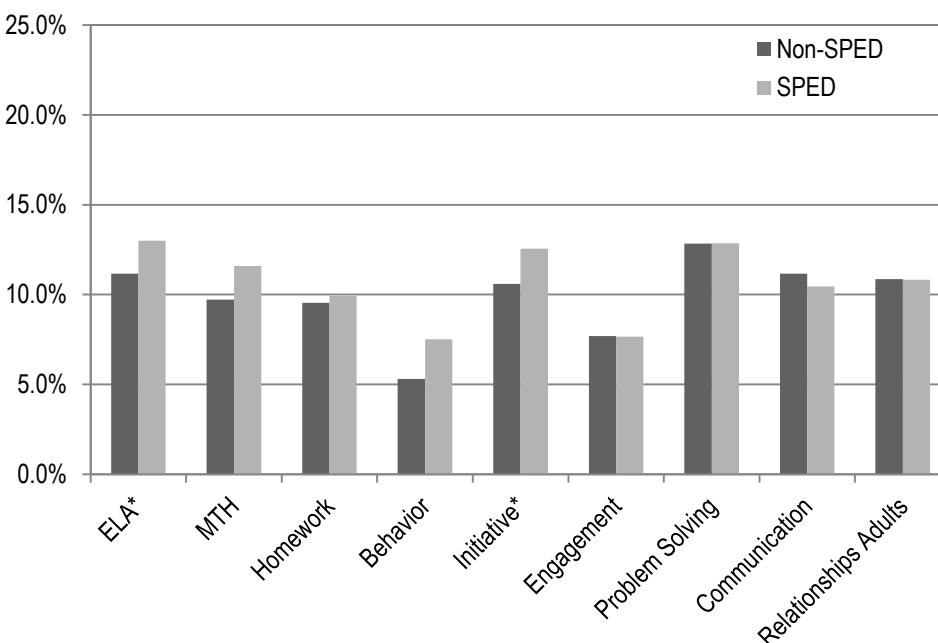


Note: *Statistically significant based on one-way ANOVA ($p \leq .05$)

Source: Grant recipient reports.

Student Performance Comparisons Based on Special Education (SPED) Status (Figures 4A&B)

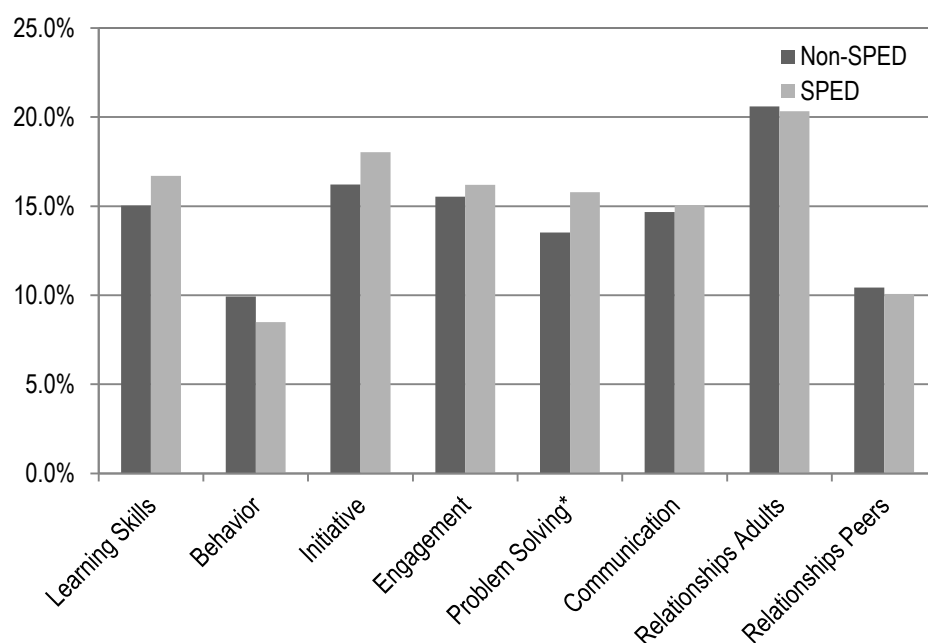
Figure 4A: Average Percentage Improvement on SAYO-Teacher Outcomes—SPED, FY16



Note: *Statistically significant based on one-way ANOVA ($p \leq .05$)

Source: Grant recipient reports.

Figure 4B: Average Percentage Improvement on SAYO-Staff Outcomes—SPED, FY16

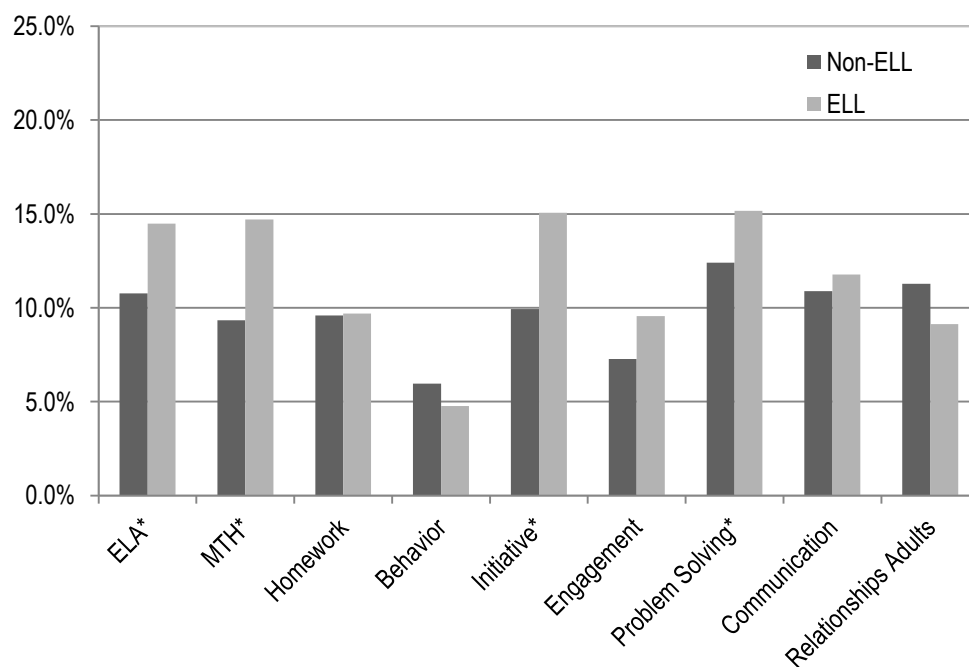


Note: *Statistically significant based on one-way ANOVA ($p \leq .05$)

Source: Grant recipient reports.

Student Performance Comparisons Based on English Language Learner (ELL) Status (Figures 5A&B)

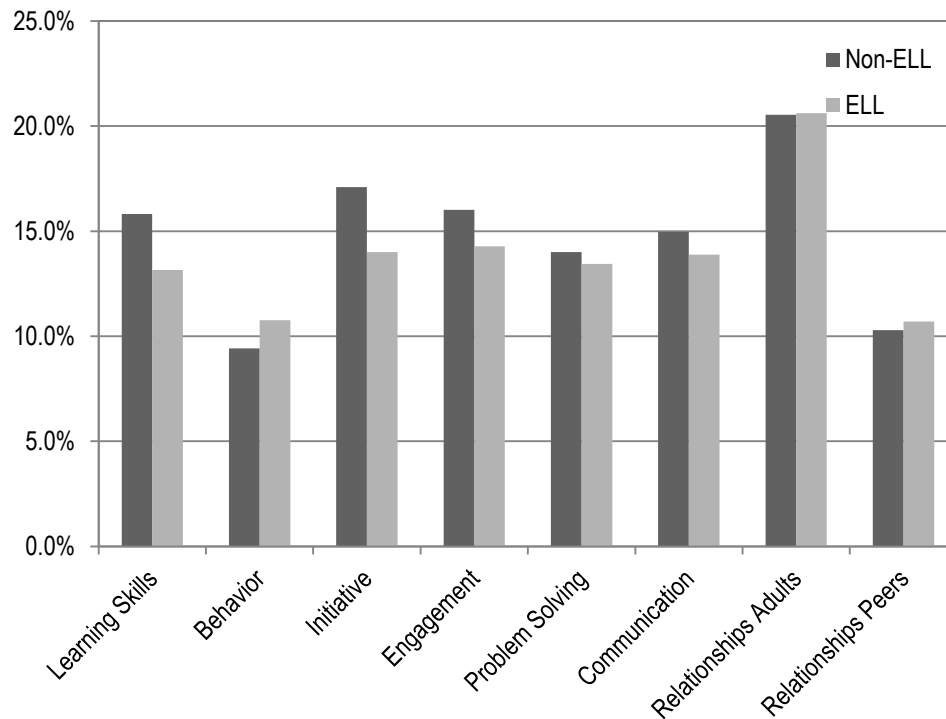
Figure 5A: Average Percentage Improvement on SAYO-Teacher Outcomes—ELL, FY16



Note: *Statistically significant based on one-way ANOVA ($p \leq .05$)

Source: Grant recipient reports.

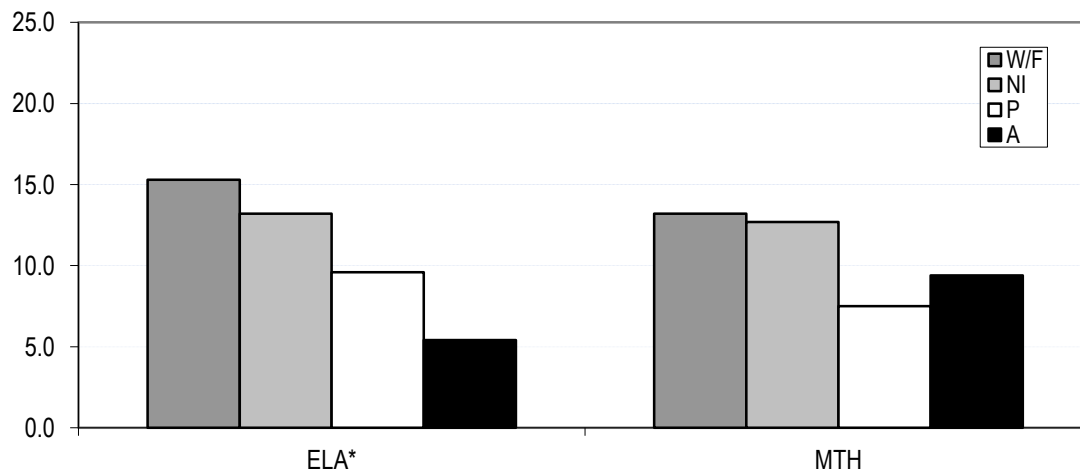
Figure 5B: Average Percentage Improvement on SAYO-Staff Outcomes—ELL, FY16



Note: *Statistically significant based on one-way ANOVA ($p \leq .05$)
Source: Grant recipient reports.

Student Performance Comparisons Based on MCAS Performance Levels (Figure 6)

Figure 6: Average Percentage Improvement on ELA and Math SAYO-Teacher Outcomes based on ELA and Math 2016 State Assessment Performance Level, FY16 (Note: For those who took PARCC, the concordant MCAS level was used based on equipercentile linking.)



Note: *Statistically significant based on one-way ANOVA ($p \leq .05$) at the W/F compared to the P and A performance levels. Source: 2016 MCAS PARCC merged uber file and grant recipient reports.

Summer Enhancement Grant

During the summers of 2011 through 2016, the Department's 21st CCLC Grant Program funded expanded summer learning programs through a Summer Enhancement grant opportunity intended to address summer learning loss by expanding innovative summer learning programs that address both the academic and developmental needs of students.

Grantees were selected through a request for proposal process having to address a number of key participation components. Each program site was required to provide a minimum of 120 hours of programming. Grantees also needed to address the social and emotional needs of students, offer high quality project based learning (PBL) which includes service learning, serve more students (if already at 120 hours of programming) or at least the same number of students as were served during the previous summer, enroll students for the entire length of the program, and require that students attend on average a minimum of 80% of the total hours offered.

Summer SAYO Results

All forty-three (43) grantees ran summer programs at 95 sites. Their associated Survey of Academic Youth Outcomes (SAYO) results are described below. A total of 3,361 surveys were collected from summer program staff. **Table 9** includes the number of students surveyed by summer program staff and the average percentage pre to post change in that outcome.

Summer SAYO-Staff Results

Table 9 below shows the results of summer SAYO surveys reported by summer program staff. Unlike during the school year, 21st CCLC summer programs are not required to survey an academic component. All summer 21st CCLC grantees were required to have summer program staff complete the SAYO-Staff outcomes on a sample of at least 50 students per site. The average percentage increase from pre to post survey ranged from 11 percent in ELA and 20 percent in leadership, perseverance and relationship with adults.

Table 9: Summer SAYO-Staff Results, FY16

	<i>ELA</i>	<i>Math- ematics</i>	<i>Critical Thinking</i>	<i>Self Regulation</i>	<i>Leader- ship</i>	<i>Persever- ance</i>	<i>Relations with Adults</i>
Number of Students	2,311	1,127	3,361	3,359	3,359	3,356	3,357
Average Percentage Change	11%	17%	19%	17%	20%	20%	20%

Source: Grant recipient reports.

SAYO-Youth Results

All grantees with sites serving students in grades 4 or above were required to administer the SAYO-Youth survey during the school year. Sites serving students in grades K-3 were not required to administer the SAYO-Y due to the literacy level of the survey and the ability to respond online. In total, 4,307 SAYO-Youth surveys were collected from students in the fall and 3,929 in the spring. **Tables 10-12** below include the number of students surveyed and the outcome means from the fall administration in following areas: program experiences (PE), sense of competence (SC), and future planning and expectations (FPE). **Table 12** on the next page includes the results from the spring administration for the retrospective questions.

Supportive adult was the PE outcome students rated most favorably (mean score of 3.45 out of 4 point scale) followed by enjoyment / engagement (3.34). Responsibility / leadership was the lowest rated PE outcome, with a mean score of 2.57.

Table 10: Fall Program Experiences Outcomes, FY16

	<i>Enjoyment / Engagement</i>	<i>Challenged</i>	<i>Supportive Adult</i>	<i>Social Environment</i>	<i>Sense of Belonging</i>	<i>Responsibility/ Leadership</i>
Number of Students	4,307	4,304	4,208	4,207	4,144	4,033
Average Score	3.34	3.20	3.45	3.09	3.29	2.57

Note: All outcomes used a 1-4 point scale (negative to positive).

Source: Grant recipient reports.

Learning was the highest rated SC outcome by students, having a mean score of 3.16. Writing followed closely by reading were the lowest rated SC outcomes, with a mean score of 2.78 and 2.79 respectively.

Table 11: Fall Sense of Competence Outcomes, FY16

	<i>Peers</i>	<i>Learning</i>	<i>Reading</i>	<i>Writing</i>	<i>Math</i>	<i>Science</i>
Number of Students	4,035	3,999	3,025	3,022	1,017	1,017
Average Score	2.93	3.16	2.79	2.78	2.96	3.13

Note: All outcomes used a 1-4 point scale (negative to positive).

Source: Grant recipient reports.

Students were also asked to take a spring version of the SAYO-Y, which included a series of retrospective questions aligned with the SC areas measured in the fall (see Table 13). Students most favorably responded to the question that the program helped them to find out what their good at doing (3.11) followed closely by make new friends (3.10) and get along better with others (3.09). Students least favorably rated that the program helped them read more often and write better (2.61).

Table 12: Spring Retrospective Questions, FY16

	Number of Students	Average Score
<i>Has coming to this after-school program helped you to get along better with others?</i>	3,804	3.09
<i>Has coming to this after-school program helped you to read more often?</i>	2,669	2.61
<i>Has coming to this after-school program helped you to write better?</i>	2,650	2.61
<i>Has coming to this after-school program helped you do better in math?</i>	1,108	2.73
<i>Has coming to this after-school program helped you do better in science?</i>	1,100	2.66
<i>Coming here has helped me to get my homework done?</i>	3,750	3.03
<i>Coming here has helped me to try harder in school?</i>	3,750	2.95
<i>Coming here has helped me to do better in school?</i>	3,750	2.99
<i>Coming here has helped me feel good about myself?</i>	3,750	3.05
<i>Coming here has helped me find out what I'm good at doing and what I like to do?</i>	3,750	3.11
<i>Coming here has helped me to make new friends?</i>	3,750	3.10

Note: Questions used a 1-4 point scale (negative to positive).

Source: Grant recipient reports.

APPENDIX A: Program Goals

The purpose of the Massachusetts 21st Century Community Learning Centers Program is to support the planning and implementation of additional time for learning for students in grades PK-12. Supported with federal funds, these opportunities will help to close proficiency gaps, increase student engagement, and support college and career readiness and success. Funded activities take place during a longer school day (referred to as Expanded Learning Time or ELT) or during out-of-school time (OST).

Primary Goals for 21st Century Community Learning Centers Programs:

- Provide additional opportunities for engaging teaching and learning of the core subject areas, through both traditional classroom instruction and integrated academic enrichment.
- Provide additional opportunities for creative and innovative enrichment to support students in all developmental areas (academic, social/emotional, civic engagement, wellness, etc.).
- Provide additional opportunities for adults (including school staff, program providers, and partners) to participate in collaborative planning and professional development that supports desired student outcomes.
- Contribute to student performance goals outlined in school improvement plans.
- Build strong school-community partnerships and engage families to support student outcomes in all developmental areas (academic, social/emotional, civic engagement, wellness, etc.).
- Support efforts to strengthen the coordination between the instruction that occurs during the school day and the enrichments and supports that take place during the out-of-school hours.
- Create and maintain a school and community-based infrastructure that establishes procedures to improve outcomes for children and youth through successful program implementation and oversight.
- Establish procedures to evaluate program effectiveness through the collection and analysis of data.
- Promote efficient use of public resources and facilities through effective partnerships between schools, community-based agencies, and other public and private entities.
- Create sustainable models for providing additional quality learning time.

APPENDIX B: FY16 21st Century Community Learning Centers Grantees and Sites

Grantee	ELT/ OST	Site
Baystate Springfield Educational Partnership	OST	Putnam Vocational Technical High (Springfield)
Berkshire Hills Regional School District	OST	Muddy Brook Elementary
Berkshire Hills Regional School District	OST	Monument Valley Middle
Boston Day and Evening Academy	OST	Boston Day and Evening Academy
Boston Public Schools	ELT	Eliot Innovation K-8
Boston Public Schools	ELT	Sarah Greenwood K-8
Boston Public Schools	ELT	Boston International HS/ Newcomers Academy
Boston Public Schools	OST	Mildred Avenue
Boston Public Schools	OST	English High
Boston Public Schools	OST	Hennigan Elementary
Boston Public Schools	OST	Gardner Pilot
Boston Public Schools	OST	Lilla Frederick Pilot Middle
Boston Public Schools	OST	Thomas Kenny (K-5)
Brockton Public Schools	OST	Arnone Elementary
Brockton Public Schools	OST	George Elementary
Brockton Public Schools	OST	Baker Elementary
Brockton Public Schools	ELT	Raymond K-8
Cambridge Public Schools	OST	Putnam Avenue Upper
Chelsea Public Schools	OST	Chelsea High
Chelsea Public Schools	OST	Berkowitz Elementary
Collaborative for Educational Services	OST	Greenfield High
Collaborative for Educational Services	OST	Memorial Elementary (West Springfield)
Collaborative for Educational Services	OST	Maple Elementary (Easthampton)
Collaborative for Educational Services	OST	Pepin Elementary (Easthampton)
Collaborative for Educational Services	OST	Converse Middle (Palmer)
Collaborative for Educational Services	OST	Gateway Regional Middle (gr. 7-8, Huntington)
Collaborative for Educational Services	OST	White Brook Middle (Easthampton)
Collaborative for Educational Services	OST	Coburn Elementary (W. Springfield)
Collaborative for Educational Services	OST	Gateway Regional Middle (gr. 5-6, Huntington)
Collaborative for Educational Services	OST	Amherst Regional Middle
Collaborative for Educational Services	OST	Sheffield Elementary (gr. 2-5)
Community Day Care Center (Lawrence)	OST	Emily G. Wetherbee Elementary
Community Day Care Center (Lawrence)	OST	Community Day Arlington
Community Day Care Center (Lawrence)	OST	Alexander B. Bruce
East End House, Inc. (Cambridge)	OST	East End House (primarily serving Kennedy)
Everett Public Schools	OST	Lafayette
Everett Public Schools	OST	English
Everett Public Schools	OST	Parlin Elementary

Grantee	ELT/ OST	Site
Everett Public Schools	OST	Whittier Elementary
Everett Public Schools	OST	George Keverian Elementary (gr. 2-6)
Fall River Public Schools	OST	Durfee High
Fall River Public Schools	OST	Doran
Fall River Public Schools	OST	Greene Elementary
Fall River Public Schools	ELT	Morton Middle - ELT
Fall River Public Schools	ELT	Letourneau Elementary
Fitchburg Public Schools	OST	Longsjo Middle
Fitchburg Public Schools	OST	Crocker Elementary
For Kids Only	OST	William A. Welch Elem (Peabody)
Framingham Public Schools	OST	Fuller Middle
Gloucester Public Schools	OST	Gloucester High
Gloucester Public Schools	OST	O'Maley Innovation
Haverhill Public Schools	OST	Haverhill High
Haverhill Public Schools	OST	Tilton
Haverhill Public Schools	OST	Golden Hill
Haverhill Public Schools	OST	Consentino K-4
Haverhill Public Schools	OST	Consentino Middle
Holyoke Public Schools	OST	Kelly Full Service Community School (Middle)
Holyoke Public Schools	OST	Morgan Elementary
Holyoke Public Schools	OST	Donahue (Gr. 5-8)
Holyoke Public Schools	OST	Peck Elementary
Holyoke Public Schools	OST	E.N. White Elementary
Holyoke Public Schools	OST	Lt. Elmer J. McMahon Elementary
Holyoke Public Schools	OST	Holyoke High School
Lawrence Public Schools	OST	Parthum K-8
Lawrence Public Schools	ELT	Parthum Elementary ELT
Lawrence Public Schools	ELT	Arlington Middle ELT
Lawrence Public Schools	ELT	Guilmette Elementary ELT
Lawrence Public Schools	ELT	Emily G. Wetherbee Elementary ELT
Leominster Public Schools	OST	Samoset Middle
Lowell Public Schools	OST	Lowell High
Lowell Public Schools	OST	Greenhalge Elementary
Lowell Public Schools	OST	Shaughnessy Elementary
Lowell Public Schools	OST	Stoklosa Middle
Lowell Public Schools	OST	Robinson Middle
Lowell Public Schools	OST	Morey Elementary
Lowell Public Schools	OST	Christa McAuliffe Elementary
Lowell Public Schools	OST	Bartlett Community Partnership
Malden Public Schools	OST	Salemwood K-8

Grantee	ELT/ OST	Site
Malden Public Schools	OST	Forestdale K-5
Malden Public Schools	OST	Beebe K-5
Malden Public Schools	OST	Forestdale 6-8
Malden Public Schools	OST	Beebe 6-8
Methuen Public Schools	OST	Tenney Lower
Methuen Public Schools	OST	Timony Lower
New Bedford Public Schools	OST	New Bedford High
New Bedford Public Schools	OST	Gomes Elementary
New Bedford Public Schools	OST	Normandin Middle
New Bedford Public Schools	OST	Ashley Elementary
New Bedford Public Schools	OST	Pacheco Elementary
New Bedford Public Schools	OST	DeValles Elementary
New Bedford Public Schools	OST	Hannigan Elementary
New Bedford Public Schools	ELT	Gomes Elementary - ELT
North Adams Public Schools	OST	Brayton Elementary (K-5)
North Adams Public Schools	OST	Colegrove Park Elementary
North Brookfield Youth Center	OST	North Brookfield Elementary
Perkins School for the Blind	OST	Perkins for the Blind - Lower K-8
Pittsfield Public Schools	OST	Pittsfield High
Pittsfield Public Schools	OST	Reid Middle
Pittsfield Public Schools	OST	Herberg Middle
Pittsfield Public Schools	OST	Conte Community
Prospect Hill Academy Charter	OST	Prospect Hill Academy Charter - Lower
Quaboag Regional School District	OST	Warren Elementary
Salem Public Schools	OST	Bowditch K-8
Salem Public Schools	OST	Bates Elementary
Salem Public Schools	ELT	Bowditch K-8
Sociedad Latina	OST	Timilty (Boston)
South Shore Stars	OST	Chapman Middle (Weymouth)
South Shore Stars	OST	Randolph High
South Shore Stars	OST	Randolph Community Middle
South Shore Stars	OST	JFK Elementary (Randolph)
Springfield Department of Parks & Rec	OST	Mary O. Pottenger Elementary (Springfield)
Springfield Public Schools	OST	Alfred G. Zanetti Montessori
Taunton Public Schools	OST	Taunton Alternative High
Taunton Public Schools	OST	Parker Middle
Triton Regional School District	OST	Salisbury Elementary
Triton Regional School District	OST	Triton Regional Middle
Wareham Public Schools	OST	Minot Forest Elementary (gr. 3-4)
Wareham Public Schools	OST	Wareham Middle

Grantee	ELT/ OST	Site
Wareham Public Schools	OST	Decas Elementary
Whitman-Hanson Regional School District	OST	Whitman-Hanson Regional High
Winthrop Public Schools	OST	Cummings Elementary
Woburn Boys and Girls Club	OST	Shamrock Elementary
Worcester Public Schools	OST	Sullivan Middle
YWCA of Malden	OST	Ferryway (gr. 6-8, Malden)